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ABSTRACT

The University of Florida/Florida State University's Center for State and Regional Leadership for Two-Year Colleges has a special fellowship program for preservice and inservice preparation of State-level personnel. The new State director for Wyoming participated in the program, and his impressions and evaluation of it are reported here. Following a description of the State Coordinating Commission in Wyoming, the following are discussed: duties and responsibilities of the State director, orientation for a State director, and developing a plan of action. A summary of experiences in the fellowship program and a bibliography are also provided. (KM)

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ORIENTATION AND IDENTIFICATION OF ROLE

FOR A NEW STATE DIRECTOR

BY

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Wyoming Community College Commission

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PREFACE

A recent study completed by the Institute of Higher Education under the sponsorship of the Center for State and Regional Leadership (UF/FSU) provided a 1973 Reappraisal of the position of State Director of Community College as it is now found in the United States. One of the conclusions which came out of that study was that more states were now establishing the office of state director and that state level coordination and responsibilities are continuing to increase.

Unfortunately little attention has been given to the preservice preparation and/or the inservice improvement of the persons who hold these positions. With help from the W. K. Kellogg Foundation the UF/FSU partnership Center has established a special fellowship program for both preservice and inservice preparation of state level staffs personnel. Dr. Wing, a new State Director for the state of Wyoming, has been able to take advantage of this fellowship. He reports his own impressions in this monograph. We present it with the intent that it may provide background and suggestions for direction to other state level staff. Properly, Wing has emphasized the central responsibility of the state as centered upon the planning function. Concomitant development of MIS and PPBS provides the tools which aid

the Master Plan Development.

Your reactions to his suggestions will be welcomed.

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C.J.W.

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INTRODUCTION

Most states have established boards or councils that are responsible for the overall coordination of community junior college education. The development of state level agencies to provide coordination and support for the community junior colleges has increased significantly during the past decade. These agencies are usually staffed by professionals who provide the administrative, planning and other support services.

Increased emphasis has been placed on the development of preservice and inservice programs for state level personnel working in the field of community junior college education. Florida State University and the University of Florida received a grant from the W. K. Kellogg Foundation to provide opportunities for state level staff members to study problems or issues related to specific situations in the individual states. This particular program has great flexibility and is geared to the needs of the individual participants.

One problem which often confronts those individuals assuming state level roles is a lack of proper orientation and the opportunity to become acquainted with an operational state wide system of community junior colleges. It is not uncommon for state level personnel to lack training and experience in this level of work. This situation often exists when state coordinating boards are first organized or constituted. A pro-

fessional staff must be developed and organized to support the functions of this state agency. This necessarily takes time and considerable leadership.

STATE COORDINATING COMMISSION IN WYOMING

The Wyoming Community College Commission has been in operation since 1951 and was created by the State Legislature to serve as a coordinating body for the community colleges. The original Commission consisted of the Chief Administrative Officer of each community college; one resident of each community college district; the President of the University of Wyoming or his designee; a member of the Board of Trustees of the University of Wyoming; the Director of Adult Education and Community Service of the University of Wyoming; and the State Superintendent of Public Instruction. A coordinator served as the administrative officer for the Commission and maintained an office at the University of Wyoming. Fiscal support was provided by allocations from the community colleges and the University of Wyoming.

The Community College Commission was reconstituted by the 41st Legislature in 1971 and new members were appointed by the Governor and confirmed by the Senate. Membership now consists of a lay member from each of the seven community college districts, two lay members from non-college districts and the Governor and the State Superintendent of Public Instruction serve as ex-officio members. The Legislature appropriated an operating fund for the Commission and authorized the hiring of an Executive Secretary and staff.

The Commission is directed by law to perform the following duties and functions:

1. To employ an executive secretary who shall perform such duties as may be prescribed by the Commission, which shall include the maintenance of an office at a location to be determined by the Commission, the keeping of accurate records and of correct minutes of Commission meetings and the enforcement of all rules, regulations and orders of the Commission. He shall report to the Commission through the Chairman, shall advise the Commission on any matter requested, shall conduct, supervise and contract for such studies as may be requested by the Commission and shall consult with the President of the University of Wyoming and the Executive Secretary of the Wyoming Higher Education Council in furtherance of the purposes of this act.

2. To study the educational and financial needs of the state in all areas and fields affected by the operations of community colleges, and to make recommendations to the Legislature for meeting such needs.

3. To study personnel, administrative and fiscal policies and procedures, and other problems concerning community colleges, their relationships with each other and with the University of Wyoming and to make recommendations to the Legislature concerning same.

4. To formulate uniform methods and procedures for the designation of courses, credit hours to be given for same, student loans and financial aids.

5. To prescribe the form and content of reports that shall be made annually to the commission by each community college.

6. To act as a board of final appeal for the arbitration of disputes and differences between community colleges or which may arise on the staff or board of trustees of any of the community colleges whenever so requested to act by the local college district.

7. To prescribe minimum standards for community colleges in Wyoming and to assist in the accrediting of same with the University of Wyoming or the regional accrediting agency.

8. To act as recipient of and the administrator for all federal funds and programs designed to benefit community colleges except in those cases where legislation officially designates a state agency other than the Community College Commission.

In addition to the above functions the Commission is charged with the responsibility for reviewing and analyzing the individual budgets which are submitted by the community colleges. Recommendations are submitted to the Legislature and the state appropriations for the community colleges are distributed by the Commission.

It is interesting to note that the shift to a lay commission was accompanied by a state appropriation for operational purposes. Development of a professional staff also was authorized by the Legislature. These are all positive indicators concerning the organization of an effective state level coordinating agency for community junior colleges.

DUTIES AND RESPONSIBILITIES OF THE STATE DIRECTOR

The range of duties and responsibilities of state directors is related directly to the type of state level board and the overall assigned or mandated missions. As the role of the state agency for community junior colleges emerges and is defined, the functions of the state director and the professional staff also are identified. Established priorities determine the types of activities which are carried on by the state level director.

The role of the state director has been developed on the job for the most part and has been the focus of very few related formal or informal experiences. Only a few universities provide programs for preparing individuals for state level positions. This points out the need for proper orientation and inservice programs for many individuals assuming state level positions.

There seems to be agreement among junior college administrators and state directors for community junior college education concerning the chief functions which should be performed by the state director. A report by Wattenbarger, Gager and Stuckman indicated the following should be within the role and scope of responsibilities for state directors:

1. Provide leadership as an articulate state spokesman in promoting the comprehensive junior college program.
2. Provide leadership in developing, defining and coordinating a state-wide junior college plan.

3. Clarify the functions and roles of the junior colleges; design criteria for the orderly establishment of new junior colleges.
4. Provide and coordinate state-wide junior college research; encourage and coordinate research in the local junior colleges.
5. Advise, recommend and consult with state officials and legislators concerning the improvement of junior college legislation and finance.
6. Prepare, present and defend the state junior college budget.
7. Advise and consult with local junior college officials, particularly in the areas of legislation, finance and budget.
8. Maintain junior college standards and administer state board policies and requirements.

These functions point out clearly the importance of the role of the state director as the chief coordinator and spokesman for community college education. The emphasis is on leadership and coordination. An effective state director must necessarily be a planner and one who can effect change by providing leadership and proper coordination.

The new position of Executive Secretary for the Wyoming Community College Commission was established in July, 1971. This Commission is the state-wide coordinating board for the community junior colleges and the position of Executive Secretary is synonymous with the term state director. Since the reconstitution of the Commission there have been two executive secretaries. The Commission directed the present Executive Secretary to participate in an inservice program which would provide orientation in the areas of community junior college education and state-wide coordinating boards.

As a direct result of the Executive Secretary's participation in the inservice program for state agency officials at Florida State University and the University of Florida, the following updated job description was developed for the position and will be presented to the Community College Commission for review and approval:

1. Maintain a central office and serve as the professional staff for the Commission.
2. Serve as the advisor to the Commission in establishing needed policies.
3. Prepare reports, conduct studies and collect information concerning all matters related to the development of the community junior colleges in Wyoming.
4. Maintain liaison with the University of Wyoming and the Wyoming Higher Education Council.
5. Provide the leadership and assistance in developing a state-wide master plan for community junior college education.
6. Administer the disbursement and distribution of the state aid funds for community junior colleges.
7. Assist in the research for and preparation of proposed community junior college legislation.
8. Provide assistance and participate in the accreditation process with the University of Wyoming for those community colleges not fully accreditated by the regional accrediting agency.
9. Review and analyze the budgets submitted by each community college and prepare recommendations for presentation to the Commission.

During the past year the Commission has been involved in a number of activities which tend to identify the role and some of the responsibilities

of a state-wide coordinating board. The following is a summary of the major projects and a brief status report:

1. Budget Review--A system was developed for reviewing and analyzing the individual college budgets. The procedures included budget hearings for each institution; comparison of costs in major budget categories; analysis of new programs; and development of recommendations for state aid which were functional and proved to be effective. Procedures will be improved and updated when the budgets are submitted for the 1975-77 biennium.

2. Standardized Code of Accounts--The Commission has worked with the colleges in developing a uniform accounting system. Standardized codes have been developed, but there is a need for additional work in this area. An accounting manual also needs to be published which outlines procedures and defines terms. This particular project will be completed during fiscal year 1974.

3. State Master Plan--Plans are needed which provide direction for the continued growth and development of post-secondary education in the state. A high priority has been assigned to this project. The plan when completed will include, but not be limited to, the following:

   a) Guidelines for the minimum qualifications of the establishment of new community college districts. These guidelines are now available in the State Statutes.

   b) Guidelines for the expansion, or addition of new capital structures for existing community college districts.

   c) Guidelines for the addition of academic and vocational programs to the curriculum of the community colleges. The Commission has a policy which requires that the colleges submit new programs or changes to programs to the Commission for review, and approval. Specific guidelines for program development and review procedures need to be implemented. This project will be accomplished in cooperation with the community colleges.

   d) Assign insofar as possible the role and scope of each community college in keeping with the concept of a comprehensive system of community colleges in Wyoming. The Commission plans to obtain from each college the mission, goals and objectives and plans for future development. This will serve as the basis for any long-range plans which are developed on a state-wide level. It is anticipated that this task will be accomplished during the fall, 1973.

e) Propose future community college districts, including possible expansion of existing districts to include all the counties in the state.

f) Propose a priority list of occupational programs needed within the state.

4. Accreditation Status of Community Colleges--Casper College, Northwest Community College and Sheridan College have achieved full accreditation with the North Central Association of Colleges and Secondary Schools. The other four institutions have attained candidacy status with the Association and are working for full accreditation. During the past year the Commission and the University of Wyoming jointly sponsored evaluation teams that visited Central Wyoming College, Eastern Wyoming College, Laramie County Community College and Western Wyoming College. The purpose for these visitations was to review the university parallel programs and to make recommendations concerning the transfer of credit to the University of Wyoming. The teams recommended the continued acceptance of credit by the University from all the community colleges.

5. New Program Development--Significant growth has taken place in the area of new program development during the 1971-73 biennium. Each community college implemented a number of new programs or expanded programs during this period. Career education and the development of needed occupational programs have been the top priorities.

   The community colleges have been charged with the responsibility for developing and expanding post-secondary career education programs. This type of education is imperative if the educational needs of Wyoming's citizens are to be met. The demand for programs which enable students to acquire saleable skills has never been greater.

6. Establishment of Service Areas--The Commission worked with the colleges in developing regional service areas. Each community college now has a specific service area which it serves and the entire state is covered by community college programs.

   The colleges have attempted to expand the off-campus offerings. Courses have been developed in a significant number of communities in the various service areas. The response to these educational offerings has been very positive. There is a definite need to make community college education more accessible to more residents in the state.

7. Appropriation of State Aid--State aid is the major source for increasing revenue for the community colleges. The amount of state aid appropriated for the colleges has increased significantly during the past three biennial periods. The following is

a summary of the total appropriation for the community colleges and the percentage of increase:

Biennium	Appropriation	Percentage of Increase
1967-69	$2,212,500	--
1969-71	3,547,950	60%
1971-73	6,759,480	90%
1973-75	9,384,928	39%

Various means have been utilized to determine the amount of state aid for each community college. The Commission recommended that the state aid for each institution be based on the following factors:

a) Individual needs of the institution

b) Actual program costs

c) Program priorities

In summary, the Commission recommended state aid appropriation for each college which was practical and realistic. Each recommendation was developed after detailed budget analysis and evaluation. The Governor and the Legislature accepted this basic concept for determining state aid and the formula method was repealed.

ORIENTATION FOR A STATE DIRECTOR

As was pointed out in a previous section of this report, individuals assuming the position of state director need to participate in a preservice or inservice program if possible. It is important to identify the duties and responsibilities of the position and develop a priority list of activities and functions to be carried out. Proper orientation is imperative if a state director is to become functional in a minimum amount of time.

The plan of orientation should include a variety of experiences which are related to both state level operations and community junior college education. The overall purpose for the orientation is to provide the individual with timely information and opportunities to observe and talk with professionals in the actual field setting.

The following were the major experiences obtained by a state director as part of an inservice program at the University of Florida and Florida State University:

1. Observations of classes and seminars at the University of Florida and Florida State University.
2. Discussions with professors and graduate students preparing for a career in post-secondary education.
3. Meetings with the directors of community college relations programs at the University of Florida and Florida State University.

4. Visitations to Central Florida Community College, Lake City Community College, Santa Fe Junior College and Pensacola Junior College in Florida.
5. Visitation to the Florida Department of Education, Division of Community Colleges.
6. General reading and collection of literature and documents concerning community college education and state level boards for community junior colleges.
7. Meetings to discuss role and planning functions with state directors and former state directors from three different states.

All of the experiences were valuable and provided an over-view of the total community college picture. The inservice participant gained an appreciation and some insight regarding the graduate program for community college educators; the programs and many activities conducted in a comprehensive community college; and the operations of a functional state level agency for community junior colleges.

The campus environment at University of Florida and Florida State University was unique in that both institutions have outstanding graduate programs in the field of community junior college education. Opportunities and resources were available for exploring the many aspects of a training program for preparing professionals at the doctorate level. The curriculum was examined thoroughly and major areas of concentration analyzed. Practicum and internship experiences received special emphasis and were perceived as being extremely valuable by the graduate students.

The writer attempted to review a variety of materials and publications for the purpose of establishing a basic reference library for a state director. References obtained for this purpose are listed in the appendices.

Visitations to the community colleges provided first-hand experiences of community colleges in operation. Several areas of interest were explored with administrators and faculty on each campus. An effort was made to determine the organizational structure of each institution and operational procedures. Missions and purposes were identified and long-range plans reviewed where available.

It appeared that the relationships between the community colleges and the state-level agency for community college education were very positive. The community colleges appreciated the services being provided by the state agency and the need for coordination.

Several common trends and in some cases problem areas were identified. Enrollment patterns for community colleges have changed significantly in recent years. The number of full-time students has stablized or decreased while the number of part-time students has increased. Community service programs have been implemented and a tremendous number of courses are being offered off campus. Every effort is being made to take community college programs to the citizens. This is indeed healthy.

The recruitment and retention of students is receiving special attention. Each community college visited had a recruitment plan and it was obvious that this was an area of concern. No longer are the institutions standing idly by and waiting for the students to come through the doors. Effort is being made to point out the many advantages of

community college education and to recruit actively students for programs.

Program development indicated a rapid increase in the number of occupational programs being offered by the community colleges. Vocational-technical education is being emphasized and specialized career programs are being developed. One institution had just opened a new million dollar Career Development Center which was open for use by all citizens in the community.

Representatives of the community junior colleges indicated that the relationship between the four year institutions and the community colleges has become more positive. Every public university in the state of Florida has a community college relations division, department or section. They see the need to work closely with the community colleges and to provide quality services for transfer students. Orientation of faculty to community junior colleges is another major objective of community college relations programs.

The opportunity to visit the Division of Community Colleges in Florida proved to be a very stimulating experience. Professional staff members provided excellent briefings and reviewed the operational procedures of a mature, well organized state-wide coordinating agency for community junior colleges. This agency performs a variety of functions and services including the following:

1. Serves as the planning agency for the statewide system of community junior colleges.
2. Provides fiscal control and implements the planning programming budgeting system.
3. Coordinates the accreditation and evaluation activities with the institutions and the other organizations involved.

4. Maintains liaison and close contact with various institutional representatives including, 1) presidents, 2) chief academic officers, 3) student personnel officers, 4) business managers, and 5) faculty representatives.
5. Collects, compiles and maintains pertinent data concerning the community junior colleges. Conducts needed studies and research.
6. Coordinates program development and campus development throughout the system.

DEVELOPING A PLAN OF ACTION

Experiences as a state director for community junior colleges and participation in the inservice program at the University of Florida and Florida State University during the past year have indicated a need to revise and update the operational plans for the Community College Commission. New courses of action need to be developed and priorities reassessed.

The following plans and activities need to be considered carefully as the role of the state-wide coordinating agency for community junior colleges in Wyoming is expanded and further developed.

Professional Staff -- There is a need to determine the requirements for additional staff members at this time. As the Commission becomes more involved with planning and coordinating activities, professional staff will be needed to accomplish the many tasks and requirements. The demand for increased services by the community colleges reinforces the need for additional personnel.

Development of a professional staff must necessarily be given a high priority if the overall mission of the Commission is to be achieved. There seems to be a definite demand to consider the following positions as an integral part of the professional staff structure.

Program Planner and Evaluator -- This is a professional staff position and the individual is directly responsible to the Executive Secretary

of the Wyoming Community College Commission. Responsibilities include administrative and professional duties as related to functional areas of competence.

Expertise in the areas of community college curricula and program evaluation is required by the individual in this position. Professional leadership and the ability to communicate with institutional representatives are very important requirements.

Specific duties include:

1. Develops and coordinates a plan for the systematic evaluation of community college programs and projects.
2. Maintains close working relationships with institutional representatives who are responsible for program development and evaluation.
3. Consults with other state agencies and institutions involved in the development and implementation of post-secondary programs.
4. Coordinates and assists the accrediting agencies in working with the state community colleges.
5. Develops guidelines and procedures for reviewing and approving new programs and projects.
6. Meets regularly with deans of instruction to plan and coordinate projects.
7. Prepares reports and conducts needed research related to the total community college instructional program.
8. Gathers and maintains needs assessment information related to community junior college education.

Financial Planner and Budget Analyst -- This is a professional staff position and the individual is directly responsible to the Executive Secretary of the Wyoming Community College Commission. Responsibilities include administrative and professional duties as related to functional areas of competence.

Expertise in the areas of community college finance and planning, programming and budgeting systems is essential in this position. Professional leadership and the ability to communicate with both local and state representatives are very important requirements of the position.

Specific duties include:

1. Coordinates the development of the community college budgets.
2. Reviews, analyzes and summarizes the budget requests from each community college.
3. Prepares recommendations for state aid and develops the basis for the recommendations.
4. Assists in preparing and presenting the budget requests to the Governor and to the Legislature.
5. Provides management and control of the budget for Commission operations.
6. Maintains close working relationships with institutional business managers.
7. Reviews the annual fiscal audits for the institutions and provides the interpretation for the Commission.
8. Maintains liaison with the State Budget Division and the State Examiner's Office on all matters relating to fiscal affairs.
9. Conducts needed studies and research related to community college finances.

10. Coordinates with the institutions in implementing the standardized accounting procedures.

Master Planning for Community Colleges -- Continued emphasis must be placed on the development of a state-wide master plan for community junior college education. Direction is needed if the community colleges are to develop as a coordinated state-wide system. This requires careful planning and the coordinated efforts of all institutions in the system.

Each community college has been asked to indicate short and long-range plans which have been developed at the local level. It is important that the role and scope of each institution be clearly identified. The program plans and the campus development plans for each community college will formulate the basis for a significant portion of the state master plan. It is extremely important that each institution develop a type of master plan which includes needs, goals and objectives, plans for action and direction for the future.

Follow-up Data and Research -- There is a dearth of information concerning Wyoming community college graduates. It becomes increasingly important to obtain the kinds of data which show what is happening to students following graduation or the completion of specific training programs. This information is needed by the community colleges for planning purposes and for the improvement of programs. The Commission needs follow-up data for reporting purposes and as resource information.

It is recommended that each institution conduct a follow-up study during the 1973-74 year which surveys those students who completed one or more years of community college education at the end of the 1972-73

school year. The following information might be considered for inclusion as a part of the survey instrument.

1. Field of study or program completed.
2. Field of work, if employed.
3. Name of employer and location.
4. Field of study if continuing education and location of institution..
5. Relationship of field of study to present employment.
6. Information concerning the adequacy of the program or training.
7. Need for additional support services as perceived by the student.

It would seem appropriate that the conduct of follow-up studies by given a higher priority by the community colleges and that information be obtained on an annual basis. The Commission will be responsible for coordinating efforts in this important area.

Needs Assessment and Priority Programs -- The basis for new program development should be valid needs assessment which is kept up-to-date. A study of this type has not been conducted in Wyoming and it appears that several state agencies have a need for this information. It would appear that needs assessment data should become a vital part of the state master plan.

As program costs increase and the need to become more accountable for expenditures is emphasized, only high priority programs should be approved and funded. The Commission has the important responsibility for reviewing programs and making the final determination for program approval. A priority list of new programs has not been developed and it is definitely needed.

It is proposed that the following tasks be accomplished immediately in establishing a base plan for new program development.

1. Compile the program development plans of each institution and the basis for these plans.
2. Survey leaders, educators, business and industry and others to obtain information concerning needed programs.
3. Contact appropriate state planning agencies and obtain needs assessment information which may be available.
4. Contact other states and determine how needs assessment studies are conducted.

In summary the plan of action for the Community College Commission for the 1973-75 biennium must identify courses of action for achieving stated objectives. Completion of a State Master Plan for community junior college education is absolutely imperative. Development and expansion of a professional staff will become more vital to the overall operations of the Commission.

SUMMARY AND IMPLICATIONS OF EXPERIENCES

Opportunities to learn and explore describe the orientation experiences which were provided as a major part of the inservice program for state level personnel at Florida State University and the University of Florida. As a state director with very limited experiences and training in community junior college education, this orientation proved to be most beneficial and exceedingly meaningful. It helped to see the overall perspective of the community junior college and to gain a greater understanding of the role and function of a state level coordinating board.

The inservice program was very stimulating professionally. Visitations to community colleges and to the Florida Division of Community Colleges provided a wealth of information and many new ideas. The professional contact with the graduate students and the professors was highly productive.

The immediate impact of the inservice program is in the areas of planning and organizing for action. This orientation provided the necessary background information which will enable the State Director for Wyoming to assume a greater leadership role and to advise the Community College Commission more effectively.

The study pointed out the need for the Commission to consider the following areas as the Wyoming Community College system is developed.

1. Complete a State Master Plan for Wyoming.
2. Develop a Management Information System.
3. Determine the need for additional professional staff members for the Commission.
4. Develop guidelines and procedures for new program development in the community colleges.
5. Plan for and coordinate the conduct of needed follow-up studies concerning community college graduates.

The position of state director for community colleges is indeed challenging and interesting. Effecting needed changes by providing the necessary leadership and coordination is the number one requirement of a state level coordinating agency. Participation in the inservice program certainly affirmed this basic operational principle and it should never be forgotten.

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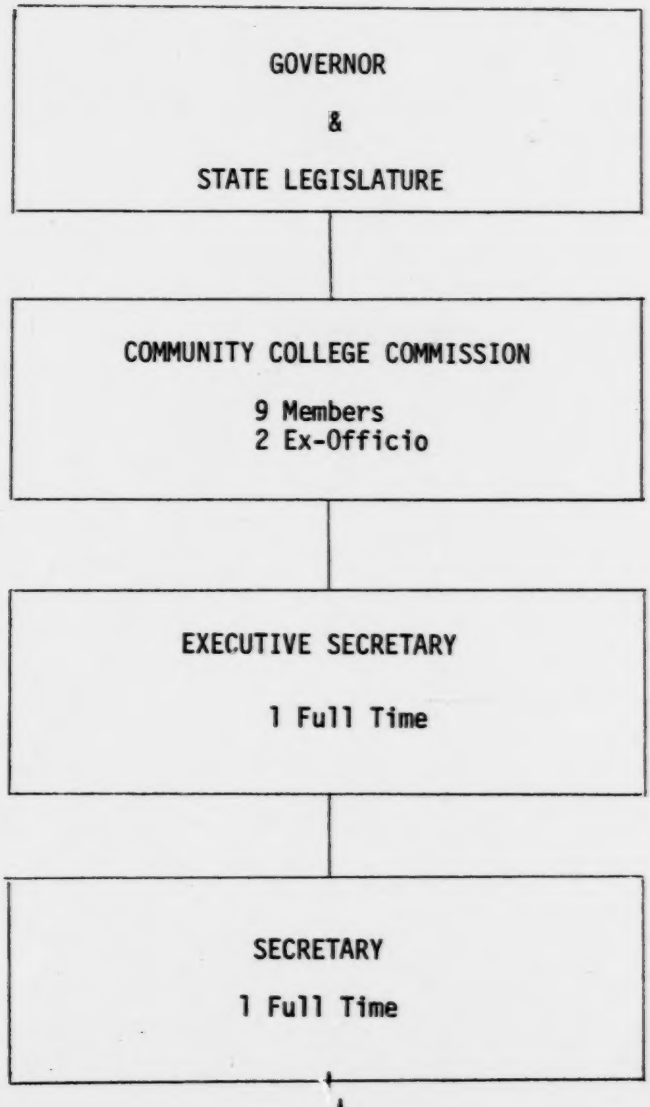
APPENDIX A

ORGANIZATIONAL CHART
WYOMING COMMUNITY COLLEGE COMMISSION



APPENDIX B

LIST OF PUBLICATIONS FOR A STATE DIRECTOR

The following publications were acquired or have been requested as a part of the inservice program:

1. All references listed in the selected bibliography are a part of a basic reference library established for the Community College Commission.

2. Answers to Current Community College Transfer Questions, Booklet published by Division of Community College Affairs, Florida State University, Tallahassee, Florida.

3. Articulation Agreement between the state universities and public junior colleges of Florida. Approved by Board of Regents and by the State Board of Education, April, 1971.

4. First-Level Management: Legal Implications and Responsibilities for Selection and Retention of Faculty. Department of Higher Education, Florida State University, Tallahassee, Florida.

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APPENDIX C

ORGANIZATION OF A DIVISION OF COMMUNITY COLLEGES FLORIDA DEPARTMENT OF EDUCATION

Mission - Responsible for the coordination of community college programs and the implementation of recommendations concerning the development of community colleges in Florida.

Major Avenues of Effort - Implements the laws and regulations provided by the Legislature and the State Board of Education.

Maintains an effective dialogue with other divisions in the Department of Education.

Places major emphasis on its leadership role, rather than the regulatory aspect, in its relationship to the community colleges.

Operational Components - Recommendation to the State Board of Education of basic policies, directives, priorities, and targets, including recommendations on resource allocation, in coordination with other divisions of the Department of Education as needed to integrate educational development with the economic, cultural, and social development of the State.

Planning, cooperation, and coordiantion with other divisions and state agencies in an attempt to smoothly implement budgets, to insure successful articulation of students, to maintain a unilateral and unduplicated effort in the area of vocational education, and to cooperate with other agencies in all matters relating to community colleges.

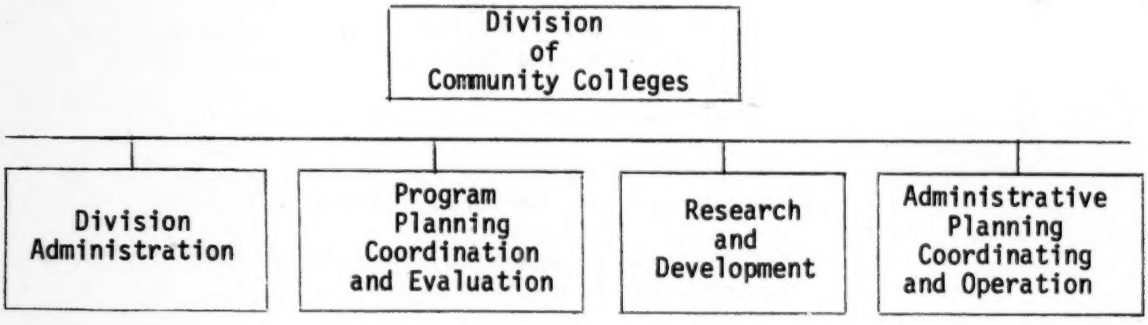
Coordinated diagnosis and evaluation of the performance, problems, and the needs of the existing community college system.

Translation of the overall objectives and specific educational programs, projects, development plans,

and the revision of plans in light of achievements and new developments.

Implementation of plans, programs, and projects and the state, regional, and institutional levels, supported at all levels by financial and consultative assistance.

Functional Groupings -



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